

Unit Cover Page

Unit Title: Maine Learning Results Grade Level(s): 9-Diploma

Subject/Topic Area(s): Social Studies/Geography

Key Words: Social/cultural change, Political border reformation, geographical evolution

Designed By: Tyler Brown Time Frame:

School District: RSU 9 School: MBHS

Brief Summary of Unit (including curricular context and unit goals):

By the end of this unit you will become filmmakers in charge of shedding light on how industrialization has affected a local community. You will be communicating your message to lobbyists who will decide whether or not to help raise awareness of this issue. You will decide what societal issue to cover based on discussions of topics we have already covered throughout the course of the unit. You will also be given the option of researching their own societal issue as long as the topic is cleared with me first. Leading up to this major assignment, we will participate in many lessons to develop your understanding of industrialization and it's effect on local communities. These lessons will include illustrating world maps, producing examples what what effects CO2 levels, comparing sea-levels during pre-industrial and post-industrial Earth, creating media that considers how refugees impact cultural changes in the environment they move to, and creating media-rich presentations about how geographic processes might affect far-racing communities.

Unit design status: __ completed Template pages - Stage 1, 2, and 3

__ completed Blueprint for each performance task __ completed rubric(s)

__ directions to students & teachers __ materials & resources listed

__ suggested accommodations __ suggested extensions

Status: initial draft (date - _____) revised draft (date - _____)

__ peer reviewed __ content reviewed __ field tested __ validated __ anchored

Stage 1: Identify Desired Results.

Established Goals:

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Maine Learning Results

Content Area: Social Studies

Standard: D. Geography

Standard: D1 Geographic Knowledge, concepts, themes, and patterns

Grade Level Span: 9-Diploma

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

What understandings are desired?

Students will understand that:

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Geographic processes in local communities may have Global Impacts.

The study of geography helps to better predict consequences of human interaction at the local, state, national, and global level.

Societal changes impact the physical and cultural environment.

What essential questions will be considered?

How might geographic processes in the Sahara affect ocean communities in the Caribbean?

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How have humans contributed to the rise in CO₂ levels over the past 5,000 years?

Why do societal changes impact the physical and cultural environment?

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

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Students will be able to:

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Key Terms- culture, society, climate, climate change

Key Concepts- country/capital info, map interpretation, geographical evolution

Key Events- political border reformation, historical geography, social/cultural change.

- Describe environmental effects of societal changes
- Illustrate political and physical world maps
- Compare sea levels of pre-industrial and post-industrial earth
- Produce examples of what affects CO₂ levels
- Consider how refugees impact cultural changes in the environment they migrate to
- Be aware of geographic processes and their effect on far-reaching communities.

Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

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Goal: To create a short film about how industrialization has negatively affected a local community.

Role: A filmmaker

Audience: lobbyists who can help impact change in the local community.

Situation: You decide what example of industrial/local community impact you will report on based off of topics we have discussed over the course of the unit. If a unique example is desired, the topic will be cleared with me first.

Product: You will create a video detailing the negative effects of industrialization in a certain community in order to create support to help a real local community.

Standards: Video Standards- Teamwork, Concept, Content, Audio, Visual, Outline.

Oral Presentation Standards- Respect, Preparedness, Stays on Topic, Time Limit, Delivery, Enthusiasm



**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

- **I-Movie:** Produce a video of how industrialization has negatively effected a local community
- **Google Earth/Draw Tool:** Draw maps of different regions that include political and physical features
- **Google Docs:** Research report on how rising sea levels has affected a local community since industrialization
- **Glogster:** Create a interactive poster about how to counter-act rising CO2 levels
- **Comic Life:** Create a comic life about the impact of Somialian migration to areas in Maine like Lewiston and Portland
- **Presi:** Be aware of geographic processes and their effect on far-reaching communities.

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Student Self-Assessment and Reflection:

Pre-assessment: Will be delivered with choices that appeal to MI's

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Checking for Understanding: Word sort, quick write, timed pair share, handprint, 4-3-2-1 scoring scale, example/non-example

Timely Feedback: Self. Peer. Teacher.

Assessment Task Blueprint



What understandings/goals will be assessed through this task?

- geographic processes in local communities may have global impacts.
- the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level.
- societal changes impact the physical and cultural environment.

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

What criteria are implied in the standard(s)/understanding(s) regardless of the task specifics? What qualities must student work demonstrate to signify that standards were met?

Geography/Social Studies

Culture, Society, political map, physical map, country/capital info, geographical evolution, social/cultural change

Through what authentic performance task will students demonstrate understanding?

Task Description:



You are becoming filmmakers in charge of shedding light on how industrialization has affected a local community. You will be communicating their message to PBS's board of directors who will decide whether or not to help raise awareness of this issue. Students will decide what societal issue to cover based on discussions of topics we have already covered throughout the course of the unit. Students will also be given the option of researching their own societal issue as long as the topic is cleared with me first. They will also understand the standards by which they will be graded when they receive a rubric detailing the main points of focus.

What student products/performances will provide evidence of desired understandings?

I-Movie

Oral Presentation

By what criteria will student products/performances be evaluated?

- 1) Content
- 2) Concept
- 3) Teamwork
- 4) Audio
- 5) Visual
- 6) Outline

- 1) Respect
- 2) Preparedness
- 3) Stays on Topic
- 4) Time-Limit
- 5) Delivery
- 6) Enthusiasm



Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W)1.1 Students will understand that societal changes impact the physical and cultural environment **(Where)**, So students will be aware of political and physical features of the world when making reforms that might save lives **(Why)**, *Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.* **(What)**

(H) 1.2 Students will become engaged and excited about the major themes of Geography after actively listening to a teacher-made rap about the subject **(Hook)**

(E)1.3 Students will know country/capital info, map interpretation, nations, bodies of water, mountain ranges, political map, physical map **(Equip)** By filling in a blank world map outline and doing a mix-pair-freeze activity students will better understand political and physical world maps **(Explore)**, Students will use Google Earth and other web tools to fill in a blank world map template (used as reference throughout the unit) **(Experience)**

(R)1.4 Students will get into pairs and work on mastering a particular region by quizzing example/non-example to check for understanding of political and physical features within that region. **(Rethink)**, Students will self assess by using a checklist to make sure that their world map is filled in with all of the pertinent information required **(Rethink/Revise)**, feedback based on their own self-assessment will be reviewed by teacher and handed back to them the next day **(Revise/Refine)**

(E)1.5 Formative Assessment - **Pre-Assessment:** Will be delivered with choices that appeal to MI's, **Checking for Understanding:** example/non example and **Timely Feedback:** self, teacher

(T) 1.6 **Tailors**

Verbal: Mix-pair-freeze activity allows for discussion of pertinent vocabulary

Logic: students will logically deduce (problem-solving) where physical/political features should be placed during pre-assessment based on their knowledge of other features they knew and could cross off their checklist.

Visual: Completing map exercise provides a visual for students to interpret

Musical: Teacher-made rap about the lesson will get Musical learners thus reinforcing their understanding of the content of the lesson.

Kinesthetic: Student's are assigned different regions to draw using draw tool as hands-on activity.

Intrapersonal: Students work independently at first on the pre-assessment blank world map

Interpersonal: Students work together in mix-pair-freeze and example/non-example activities to review questions and vocabulary from the lesson.

Naturalist: Naturalists benefit from obtaining knowledge about different physical features of the world and contemplating how different rivers, mountain ranges, bodies of water, etc. have effected established political boundaries.

(O)1.7 Students will be able to Illustrate political and physical world maps **(Interpret)**, **Product:** Google Earth/Maps **Number of Days:** 2-3

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W) 2.1 Students will understand that the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level. **(Where)** So that natural disasters can be better predicted and avoided in the future to save lives **(Why)** *Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.* **(What)**

(H) 2.2 Students will watch a short video outlining the devastating effects of mass floods that have occurred since industrialization in the 19th century and will discuss how we, as a class, are able to help prevent them in the future. **(Hook)** [Water World](#)

(E) 2.3 Students will know bodies of water, rising sea-levels, industrialization, CO2, flooding, pollution, o-zone **(Equip)**, Students will reinforce their understanding of rising sea levels by doing a "find the fib" activity, the "turn and talk" activity **(Explore)**, Students will use Google Docs to share and compile information regarding changes in sea-levels and the effect of industrialization on sea-levels **(Experience)**

(R) 2.4 Students will work individually to create a "hand-print" listing 5 things they have learned about industrialization and its effect on rising sea levels **(Rethink)**, Students will self-assess their hand-prints by reviewing a checklist of all of the major ideas to make sure their 5 items are pertinent and goal-oriented **(Rethink/Revise)**, Feedback on student's hand-prints will be provided by the teacher and handed back the following day **(Revise/Refine)**,

(E) 2.5 Formative Assessment, **Checking for Understanding:** Hand-print **Timely Feedback:** teacher, self

(T) 2.6 Tailors

Verbal: Verbal/Linguistic intelligences will benefit heavily from using Google Docs to actively participate in live written bullet points of the major themes of rising sea-levels as well as during the "find the fib" activity.

Logic: Students will benefit from using deductive reasoning processes during the "find the fib" activity to reinforce their understanding of the most important material.

Visual: By creating a sequence chart, students will develop their own graphic organizers to display the sequence of events that lead to rising sea levels.

Musical: Students will participate in a "turn and talk" (aka pair-share) activity where they will be prompted to work with a partner to briefly discuss the different ways that changes in sea-levels and the geographic processes involved with changing sea-levels have things in common with music.

Kinesthetic: The "handprint" activity is a good hands-on approach to reinforcing the main ideas of the lesson.

Intrapersonal: Students will benefit from working alone on hand-print activity and the sequence chart graphic organizer to critically think about the lessons main ideas and self-assess themselves.

Interpersonal: Students will benefit from working in pairs on the "find the fib" activity and the "turn and talk" activity.

Naturalist: Since the entire lesson is based around environmental changes, naturalists will be inclined to be interested in the content.

(O) 2.7 Students will be able to compare sea levels of pre-industrial and post-industrial Earth. **(Apply By), Product:** Google Docs **Number of Days:** 4-5

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W)3.1 Students will understand that the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level. **(Where)** So that we can work together to draft better environmental policies for the future. **(Why)** *Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.* **(What)**

(H) 3.2 Students will watch a portion of a documentary about how many "recycling" companies in America simply ship mass quantities of outdated electronics to hazardous dumping-zones in foreign territories (China in this example) rather than endure the costs of attempting to recycle them domestically in an environmentally healthy way. As the video outlines some of the human tragedies associated with this practice, students will become engaged by the harsh reality of the issue. **(Hook)** [Electronic Wasteland](#)

(E) 3.3 Students will know climate, CO₂, flooding, o₃-zone, pollution, climate change, geographical evolution, rising sea-levels **(Equip)**, Students will participate in a "numbered heads" activity in groups to reinforce their understanding of what affects CO₂ levels **(Explore)**, Students will use Glogster to create a multimedia enhanced poster describing the main ideas of what causes CO₂ levels to rise **(Experience)**.

(R) 3.4 Students will work in pairs to do a "timed pair share" activity where they are given a set amount of time to each discuss what they think about the given topic **(Rethink)**, Students will assess what they reviewed in pairs by participating in a larger group discussion directly after to review the main ideas of the given topic. They will then complete the "sandwich chart" graphic organizer to check their understanding of the step-by-step processes involved in rising CO₂ levels. **(Rethink/Revise)** Formative assessment will be conducted by the teacher during "numbered heads" activity to understand what areas of the content need to be reviewed before moving on to the Glogster activity. Also, teacher will review sandwich chart graphic organizers and hand them back with comments about major ideas they may have missed and positive feedback on main ideas that were identified **(Revise/Refine)**

(E)3.5 Formative Assessment, **Checking for Understanding:** timed pair share/numbered heads/sandwich chart **Timely Feedback:** teacher, self

(T) 3.6 **Tailors**

Verbal: "Numbered heads" activity includes group discussion of what effects CO₂ levels.

Logic: Upon creation of the "sandwich chart" graphic organizer, students will be asked to consider how what they created can be viewed as a "formula" or "equation" for an increase in CO₂ and the teacher will demonstrate what the formula would look like in mathematical terms on the board.

Visual: Visual learners will benefit from the documentary (hook) and from reviewing their personally created graphic organizers.

Musical: When students create their Glogster, musical intelligences will be able to add musical media to their Glog and explain how it relates to the topic or it's main themes.

Kinesthetic: Kinesthetic intelligences will engaged by the hands-on creation and customization of their Glog.

Intrapersonal: Students will work independently on their Glogs

Interpersonal: Students will work together in paired discussions during the "timed pair-share" activity followed by a larger class discussion and the "numbered heads" activity.

Naturalist: Naturalists will be engaged by the content of the lesson throughout as it directly relates to environmental concerns.

(O)3.7 Students will be able to produce examples of what effects CO₂ levels. **(See from the points of view of), Product:** Glogster **Number of Days:** 2-3

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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(W)4.1 Students will understand that societal changes impact the physical and cultural environment. **(Where)** So that we can be aware of how societal changes effect the environment in order to make better decisions regarding societal changes in the future **(Why)** *Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.* **(What)**

(H) 4.2 Students will be given political cartoons that show societal changes can have environmental effects. The teacher will take time to discuss the cartoons as a group with the students and assist in making connections to



how they relate to the lesson. **(Hook)**

(E) 4.3 Students will know social/cultural change, historical geography, environmental geography, geographical evolution, culture, and society. **(Equip)** Students will participate in a "3-step interview" activity involving the environmental effects of societal changes. **(Explore)** Students will create a Presi describing the environmental effects of societal changes **(Experience)**.

(R) 4.4 Students will be asked to self assess themselves by anonymously ranking themselves during a "4-3-2-1" activity **(Rethink)** During "Three-Step Interview" activity, students will check their knowledge of the topic while being offered the insight of their peers to simultaneously build their understanding. They will also choose to work independently or in groups to complete the "ladder" graphic organizer. **(Rethink/Revise)** Formative assessment will be conducted by the teacher during 4-3-2-1 activity and three-step interview activity and graphic organizers will be reviewed for accuracy by the teacher and handed back the following day.

(E)4.5 Formative Assessment, **Checking for Understanding:** 4-3-2-1, three-step interview, ladder (GO) **Timely Feedback:** teacher, self, peer

(T) 4.6 **Tailors**

Verbal: "3 step interview" activity will incorporate verbal reinforcement of the main ideas via peer discussion.

Logic: Students will be asked to recognize patterns about how physical and social geography are connected when creating their Presi. The political cartoons will assist in helping students recognize these patterns.

Visual: The political cartoons and the graphic organizer (ladder) will contribute to visual learning.

Musical: Students

Kinesthetic: Presi allows for hands-on creation of a final product that will reinforce their understanding of environmental effects and societal changes throughout the completion of it.

Intrapersonal: Students will be given the option to work independently during the creation of their graphic organizer, and will work independently on their Presi.

Interpersonal: Students will be given the option to work in groups during the creation of their graphic organizer, and will work in groups during the "Three-Step Interview" activity.

Naturalist: Naturalists will understand that the end-goal of this lesson is to understand how to protect the environments they inhabit and their learning experienced will be enhanced by the content.

(O)4.7 Students will be able to describe environmental effects of societal changes **(Reflect On), Product:** Presi

Number of Days: 2-3

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W) 5.1 Students will understand that societal changes impact the physical and cultural environment. **(Where)** So that we may make better policy decisions in the face of large-scale societal changes in the future that will help preserve our environment **(Why)** *Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.* **(What)**

(H) 5.2 Students will be given a formal letter written by the mayor of Lewiston, Laurier Raymond, that was addressed to the growing Somalian refugee community that had migrated there over the past few years. We will then discuss as a class how they would feel about the letter had it been addressed to them, their family, and/or their community. We will discuss the impacts of addressing a specific nationality with "concerns" and relate that conversation to experiences students may have had about being "grouped" unjustly and how that made them feel. **(Hook)**

(E) 5.3 Students will know elevation, climate, bodies of water, physical map, CO2, flooding, pollution, o-zone, climate change, rising sea-levels, environmental geography, historical geography, industrialization **(Equip)** Students will participate in a quick-write after being introduced to the topic in order to reflect on their thoughts regarding the issue and how it ties into everything we have learned thus far **(Explore)** Students will create a Comic Life about how refugees impact cultural changes in the environment they migrate to **(Experience)**.

(R) 5.4 Students will be able to self assess themselves during the quick-write activity. **(Rethink)** Students will be able to check their knowledge later on during the "three-minute review" activity and also acquire new knowledge from the voice of their peers **(Rethink/Revise)** Formative assessment can be conducted by the teacher as they review the student's quick writes and listen in on conversations during three-minute review. Students will have also completed a "5 W's chart" by the end of the 2nd day of the lesson that will allow them and the teachers to reflect on what they understand about the particular case study they are reviewing.

(E) 5.5 Formative Assessment **Checking for Understanding:** Quick Write, three-minute review, 5 W's (GO) **Timely Feedback:** Teacher, self

(T) 5.6 Tailors

Verbal: Open discussion of the topic will take place during the three-minute review, which will also be followed up by a class-wide discussion/reflection hosted by the teacher.

Logic: The graphic organizer (5 W's) will allow logical learners to create a sequence or pattern in the events that are being discussed and analyzed.

Visual: Creation of the comic life, and the graphic organizer will both appeal to visual learner-types.

Musical: Part of the lesson (following the three-minute review) will be to think about examples of how migration has impacted the culture of the music we listen to today, as well as examples of how migration has impacted music in America across a vast time-line. Students will pair up and do a turn and talk to come up with as many examples as they can. Afterward the teacher will go around the room and have students share all of their examples and write them up on the board (projector+smartboard) and have the topics posted on the class wiki or Moodle site to be able to look back on.

Kinesthetic: During the last 30 minutes of the third day, the class will be split into 2,3, or 4 groups (according to class size) and perform skits that show how cultural changes might come about through human-migration.

Intrapersonal: Students will work independently on the quick-write and 5 W's chart to reflect on their understanding.

Interpersonal: Students will work in groups during the skit, the three minute review, and the Comic life.

Naturalist: At the end of the quick write, the teacher will have the students pause and ask them to think about how non-human migration might effect an environment or an environments culture. Students will then be able to perform a 2 minute quick write to answer that question.

(O) 5.7 Students will be able to consider how refugees impact cultural changes in the environment they migrate to. **(Empathize With), Product:** Comic Life **Number of Days:** 2-3

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



(W)6.1 Students will understand that geographic processes in local communities may have global impacts **(Where)** So that we can better understand how geographic processes are effected by people, and how people are effected by geographic processes in order to prevent long-term disasters. **(Why)** *Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.* **(What)**

(H) 6.2 The class will verbally revisit the themes of previous hooks (Water World, Electronic Wasteland), and follow up that discussion by reading [this letter](#) written by a Chinese factory worker, which was found stashed inside a K-Mart Halloween decorations kit.

(E) 6.3 Students will know elevation, social/cultural change, historical geography, environmental geography, flooding, CO₂, o₃-zone, climate change, rising sea-levels, climate, political map, physical map. **(Equip)** Students will participate in a word sort activity to check their understanding. **(Explore)** Students will create an I-Movie trailer/PSA that describes how industrialization has negatively effected a local community somewhere in the world. **(Experience)**

(R) 6.4 Students will self-assess during the word sort activity. **(Rethink)** Students will check their knowledge and their peers during the team-pair-solo activity **(rethink/revise)** Formative assessment will be conducted by the teacher and the students following the word sort and the team-pair solo activities

(E) 6.5 Formative Assessment **Checking for Understanding:** Word sort, team-pair-solo, flow chart
(GO) Timely Feedback: Teacher, Self.

(T) 6.6 Tailors

Verbal: Students will talk it out during the team-pair-solo activity

Logic: The flow chart will create a logical pattern of events and effects for this intelligence to benefit from

Visual: Flow chart, I-movie creations and review will benefit this intelligence.

Musical: Music can be incorporated into the audio of the I-movie presentation allowing musical learners to align what they believe is the best musical match for the events in their presentation.

Kinesthetic: Creation of the I-Movie will help kinesthetic learners as they will be able to physically engage in filming and editing.

Intrapersonal: Students will work independently during word-sort activity and may opt to work independently on I-Movie project.

Interpersonal: Students will be able to work collaboratively during team-pair-solo activity and may opt to work with a partner on the I-Movie project.

Naturalist: Naturalists will be able to engage themselves during creation of I-Movie with outdoor filming (if they choose to) or will otherwise be naturally engaged by the topic of environmental processes while they review other films to get ideas for their project.

(O)6.7 Students will be able to be aware of geographic processes and their effect on far-reaching communities. **(Explain), Product:** I-Movie **Number of Days:** 4

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

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	Monday	Tuesday	Wednesday	Thursday	Friday
1		2	3	4	5
6		7	8	9	10
11		12	13	14	15